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Several characteristics have been identified as permeating the lives of a great many dropouts. The potential dropout may be several years retarded in reading and mathematics, and is usually plagued by personal, social, and familial problems. Suggestions for stemming the alarming rate of school dropouts include community provision for treatment and diagnosis of personality problems, provision for part-time employment for those students who need financial assistance, and evaluation by the school of each student's capabilities and interests so that obtainable goals can be individually established and provide each student with a measure of success. An extensive bibliography concludes the document. (DA)

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Dropouts

A Challenge To Society

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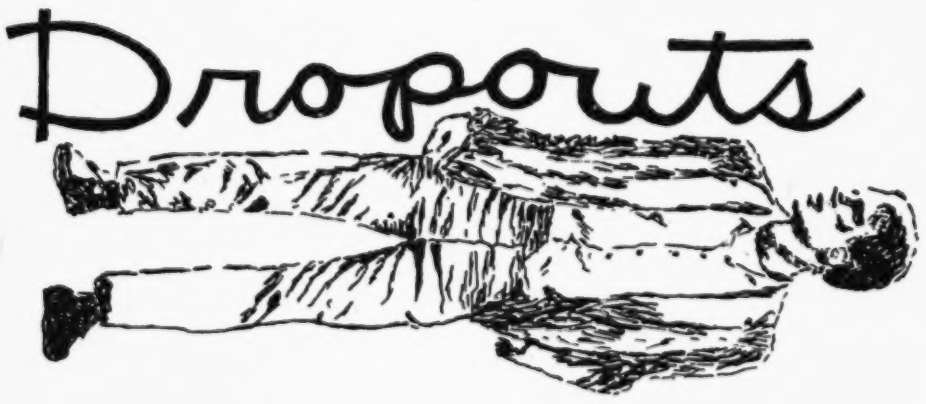

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DROPOUTS:

A CHALLENGE TO SOCIETY

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FOREWORD

This paper was prepared by Shelby Hawthorne, Research Assistant, Occupational Research and Development Coordinating Unit, under the direction and guidance of Dr. Douglas C. Towne, Director, Occupational Research and Development Coordinating Unit, for the purpose of exploring the dropout problem.

The dropout problem has received a great deal of attention in the immediate past. Much effort has been devoted to the dropout and the problems he faces. It seemed desirable at this time to review much of this material in order to determine what has been done and to gain insight into what can be done. It is hoped that the reader will accept this second problem, i.e. gaining insight into what should be done, as a personal challenge.

The paper has been distributed or presented twice for evaluation. In August of 1967, the original paper was distributed for criticism and evaluation at the Disadvantaged Youth Workshop held at Cornell University, Ithaca, New York. In November of 1967, a reactor panel consisting of persons in education and business was assembled for the following purposes: to evaluate the original paper and to suggest possible applications to and implications for the state of Tennessee. Following this meeting, the original paper was revised. Appreciation is expressed to the following persons for their participation in the reactor panel discussion:

Mrs. Marjory Dickerson, Mr. James P. Fort, Jr., Dr. Travis Hawk, Dr. Robert Howard, Mr. Tom Innes, Mrs. Barbara Jones, Mrs. Barbara Kelly, Mr. Phil Riner, Mr. L. T. Ross, Mr. James R. Vinson, and Mrs. Ruby Wiseman.

It is now time to review our initial efforts and project into the future. This we give to the reader as his responsibility.

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DROPOUTS: CHALLENGE TO SOCIETY

Introduction

The image of a high school dropout as described by educators and society is not a pretty picture. As Dr. Robert D. Strom said, "The dropout is perceived as lacking education which could provide needed skills, lacking the means to care for himself, and lacking the requisities to be a useful citizen. With these crimes against himself, and by his community, state, and nation, he is judged to be inadequate, burdensome, and an 'ugly' American." (40, p.21)

There has been a wealth of information written and spoken about the dropout. New statistics are quoted each year as to the number of dropouts and their problem in the labor market. The percentage of dropouts is declining; but due to the population increase, there are more dropouts each year to fill fewer jobs. According to James N. Miller, there are fewer jobs available to dropouts for two reasons: automation and the demand by business and industry for a high school diploma for even its semiskilled and unskilled workers. (24)

Elizabeth Waldman points out that during the year ending October, 1966, one out of seven persons, sixteen to twenty-four years of age, was not enrolled in school. Among these 10.3 million young workers, 71 percent have high school diplomas as compared to 69 percent in 1965 and 63 percent in 1960. Male graduates have a higher participation rate in the labor force than male dropouts. Sixty-three percent of the female graduates are employed as compared to only 39 percent of the female dropouts. Nonwhites, both graduates and nongraduates, have a higher unemployment rate. (49)

Waldman also states that during the year ending October, 1966, nearly 600,000 persons between the ages of fourteen and twenty-four dropped out of elementary and high school. This number consists of approximately the same number of men and women. Of these 600,000 persons, 18 percent had not attended high school and 18 percent were fourteen to fifteen years of age. This was 100,000 less than the previous twelve-month period which was attributed to the decrease in the number of white male dropouts. (49)

The dropouts who were not employed were less likely to be enrolled in special schools than were the graduates. Of the dropouts in the year ending October, 1966, 17.4 percent were unemployed. Women dropouts were twice as likely to be unemployed as men dropouts. Although special manpower programs and a high level of exployment existed that year, unemployment was prevalent among the youthful dropouts. One contributing factor to unemployment was the dropout's younger age. (49)

The purpose of this paper is to give some of the characteristics of a dropout and implications as to possible causes for the development of some of these characteristics; methods of identification for dropouts; and possible solutions to the problem. Throughout this paper, the term "dropout" will be the pupil, as defined by the Cooperative Project on Pupil Accounting for Local and State School Systems, "who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term dropout is used most often to designate those elementary and secondary school pupils who have been in membership during the regular school term

and who withdrew from membership before graduating from secondary school (grade twelve), or before completing their programs of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsary school attendance age, and where applicable, whether or not he has completed a minimum amount of school work." (12, pp. 92-93)

PART I: CHARACTERISTICS AND CAUSES

PART I: CHARACTERISTICS AND CAUSES

The characteristics of a dropout are many and varied. The causes of the development of these characteristics are not always specifically defined and are frequently interrelated. Dropouts do not form a homogenous group and not all characteristics described any one dropout.

Cassell and Coleman have divided the characteristics of a dropout into four main divisions: social, personal, family, and school. (5) These divisions are by no means mutually exclusive. Certain characteristics in one division may be the cause underlying characteristics in another division.

Social

Social characteristics are often difficult to describe and perceive objectively. Research findings give many listings, some of which are stated and/or discussed in the following paragraphs.

Liddle and Cassell and Coleman state that the dropout is poorly adjusted personally and generally. (21,5) In a study conducted in Evansville Public Schools in Indiana, it was found that 56 percent of the dropouts were poorly adjusted socially. (39) Many dropouts have a negative self-image as indicated by Schreiber. (37)

Cervates in her study chose 150 dropouts and 150 stayins. The dropouts and stayins were matched by sex, age, IQ, attendance at the same school and similar socio-economic background. Respondents were chosen from New Orleans, Boston, St. Louis, Omaha, Denver, and Los Angeles. She found that the dropout was "troubled," "hostile," "antagonistic," "pessimistic," "destructive," "radical," "dissatisfied,"

"class-bound," "antisocial," "affectless," "maladjusted," "impulsive," "unstable," "hyperactive," "sexually exploiting," "antiauthority," "nonmethodical," and "nonroutinized;" as compared to the graduate who was "calm," "friendly," "cooperative," "optimistic," "constructive," "conservative," "satisfied," "upwardly mobile," "prosocial," "affectionate," "adjusting," "controlled," "stable," "alert," "monogamous," "proauthority," "methodical," and routinized." (6, p. 194)

Rohrer in the National Education Association's (NEA's) book, The School Dropout, edited by Daniel Schreiber, states:

> A rather obvious core in the development and function of the personality disorder group is that all the differences center around ego function...and structure. To put it another way, these differences center around the following: (a) obstacles in the development of a healthy conception of self, (b) inability to deal realistically with problems, (c) inability to control impulsivity in behaviour, and (d) the need to be immediately gratified because of strong dependency needs. There were also noted a delay in social development, an inability to set goals forward in time, problems of school enuresis which is symptomic of rage and ego weakness, and the nonexperience of normal anxiety and/or guilt feelings. (38, p. 59)

The NEA Research Division in its report entitled School Dropouts citing the Michigan Department of Public Instruction pointed out that dropouts had very few friends and associates and were not well liked by their peers. (26) The listing of characteristics by the Michigan Department of Public Instruction as reported by NEA will be used often. Hence, the Michigan Department of Public Instruction will be referred to as MDPI.

Terseneer and Terseneer, Pollack, and MDPI state the dropout has a feeling of 'not belonging.' (44, 28, 26) Cervantes points out that four out of five dropouts had a feeling of not belonging whereas four

out of five graduates felt accepted and understood. (6) These feelings of 'not belonging' may be linked with the fact that the dropout has few friends, feels rejected at home, and he doesn't feel like one of the crowd, a thing which is very important to teenagers and to children. Pollack and Cervantes point out dropouts often feel rejected by teachers, classmates, and parents. (28, 6) This may be another contributing factor to the feeling of 'not belonging.' The dropout doesn't feel he belongs at home, at school, or with others his age.

Boys who drop out of school tend to own cars, possibly for status, for need psychologically or physically, or for pleasure. Frequently their excuse for leaving school is to finance the car.

Miller and Pollack point out that many girls drop out because they want to get married or they plan to be married. (24, 28) Pollack reports several studies that have been done.

> "The eight-state (Arizona, California, Florida, Illinois, Indiana, New York, South Dakota, and West Virginia) Future Homemakers study disclosed that half the girls who left school did so to marry. A University of Pittsburg survey of 440,000 high-school students found that 53% of eleventh grade girl dropouts claimed they left school to marry. A New York State investigation reveals that among high-school girls with an IQ above 110, 88% of the girl school-leavers said that marriage was their reason for quitting school." (28, p. 114)

Cassell and Coleman, Vogel, and Magill quoting Seran state that girls tend to go steady with older boys. When the boy leaves school for service in Armed Forces or work, the girl no longer fits in with the crowd. (5, 22, 47) Ritchie and Vogel point out another reason girls drop out. Often girls become pregnant and find it necessary or are forced to terminate their high school education. (29, 47)

Many potential dropouts and dropouts have difficulty with com-

munity agencies and break the law according to MDPI. (26) Getting into trouble is one way the dropout may fill his spare time, get attention, and belong to a group, the delinquents.

Personal

Very closely related to his social problems are his personal problems, which may be many. Only a few of these problems will be considered.

According to Cassell and Coleman, the dropout or potential dropout usually has no personal goals for achievement. (5) However, Millard points out that the dropout has "fantastic notions of self-marketability and ideas of being exceptional." (23, p. 344) Nelson takes a midway viewpoint. He states that the dropout combines a low level of aspiration with unrealistic expectations concerning future life roles. (27) Often the dropout has no knowledge of the labor market except what he picks up through communication with parents, friends, and others in day-to-day contact. This may be unrealistic and misleading due to the ignorance of these sources or the misinformation and isolated examples given by them. The dropout may blame the school for his academic failure and feel he will be able to succeed in the labor market. On the other hand, a dropout may feel so completely like a failure that he gives up without expending much effort.

MDPI, Schreiber, and Cassell and Coleman regard low IQ as a characteristic of the dropout. (26, 37, 5) Supporting this same idea Nelson connects mental retardation and intellectual limitations with dropping out. (27) Voss, Wendling, and Elliott mentioned the work with early

school leavers done by Dillon in 1949. Dillon found that the early school leavers had lower IQ's than those who left school later. He found that 36 percent of the dropouts in grades 7 through 12 had IQ's below 85; whereas, 75 percent of those who left before grade 7 had IQ's below this level. (48)

Voss, Wendling, and Elliott point out another interesting countervailing fact reported by New York City's Board of Education. "In New York City, the Board of Education found little difference in the IQ scores of graduates and nongraduates; further, all of the IQ scores were within the normal range." (48, p. 363)

With a similar idea, Cervates states the following regarding IQ:

> Educational theory has led us to believe that continuation in high school is a matter of IQ. Our research in metropolitan areas has led us to the conclusion that there is a vast overlapping of IQ's among dropouts and stayins and it is not the critical feature. With adequate parental direction or school counseling there is a school and a curriculum for practically every youth already in high school, no matter how high or how low his inherent ability. (5, p. 66)

Terseneer and Terseneer and Cassell and Coleman relate that the usual dropout age is 16 years of age or older. (44, 5) Many studies have attributed this age to the fact that school compulsory attendance laws require one to be in school until this age.

"Marked difference from school mates in size, interests, physique, social class, nationality, dress, or personality" is a characteristic noted by the MDPI. (26, p. 11) Liddle and Cassell and Coleman agree that physical size may be a determining factor. (21, 5)

Pollack and Cassell and Coleman point out that frequent illness is

a contributing factor to dropping out. (28, 5) Illness may be attributed to several things: neglect by parents, lack of proper medical care, unsanitary living conditions, inherited tendencies for disease, psychosomatic illnesses resulting from lack of success, or malfunctioning of the bodily organs. Illness may be prevented or helped in some cases if treated properly but may be unavoidable in other cases.

Family

The picture of the dropout has been sketched socially and personally. Turning to family characteristics, the question is raised: What is the family of the dropout like? Pollack and Cassell and Coleman say the dropout usually comes from a weak or broken home. (28, 5) In the study conducted in Evansville Public Schools in Indiana, 70 percent of the dropouts come from weak or broken homes. (39)

Miller, Saleen, and Bryce report that many researchers agree that a large percentage of dropouts come from broken homes. However, researchers seldom point out that an even larger percentage come from intact homes. (25) Bailey in the Gowan and Demos book states the following:

> "In reports on the Maryland study, Williams (1963), Vars (1963), Beymer (1964), and Ristow (1964) reveal that although parents seemed to be important factors, the number of broken homes was not significant. Seventy-two percent of the dropouts were living with both parents, and 91 percent of the group were living with either both parents or one parent and a step-parent." (12, pp. 100-101)

Cervantes found the following characteristics of the dropout's family: "More children than the parents can readily control; parents inconsistent in affection and discipline; unhappy family situation (common acceptance, communication, and pleasurable experiences lacking;

family solidarity minimal); father figure weak or absent; and few family friends and among these few are many problem units (divorced, deserted, delinquents, dropouts)." (6, pp. 198-199) Terseneer and Terseneer citing Williams (1953) state the following: "Williams found that an important reason for children dropping out of school is the failure of the home to provide love, affection, understanding, and the material and emotional security so essential to the normal development of all happy young people." (44, p. 146)

Cervantes has the following to report on child-parent relationships in the home:

> "Psychoanalytical theory would have us stress the mother-child relationship in understanding the problem of the drop-out. Our study would indicate that the mother-child relationship is more taken for granted; greater stress is needed on the father-child relationship as the problematic one in the home-school transaction." (6, p. 66)

Dropouts and disadvantaged youth have almost been equated by some authors because so many dropouts are disadvantaged youth. Cassell and Coleman, Magill, Terseneer and Terseneer, Kvaraceus, Nelson, and Schreiber have all found either through research of the literature or studies that belonging to a low socio-economic group is a definite characteristic of many of the dropouts. (6,22,44,18,27,38) In the review of 20 studies, Terseneer and Terseneer report the characteristic that most clearly and consistently distinguished dropouts from high school graduates is the dropouts' lower socio-economic position in the community. The investigation indicated that for 72 to 84 percent of all dropouts are from low income families. (44)

Cervantes gives a slightly different approach to socio-economic class:

> Class theory has led us to believe that continuation in school is only a function of class. Our findings indicate that there is a polarization within class groups that is independent of class. These polarization pools serve as presocialization centers for entry into a lower or higher class. This conclusion in no way denies that the lower class subculture is highly conducive to the dropout situation. (6, p. 65)

Closely associated with the low socio-economic group is low income. Lack of money was pointed out as a characteristic by Liddle and "inability to afford normal expenditures of school mates" was pointed out by MDPI. (21, 26, p. 11) Cervantes further states the following:

> Economic theory has led us to believe that withdrawal from high school is only a question of lack of funds. Our data indicates that lack of funds is all but irrelevant in the situation. Perhaps five percent of the youth withdraw from high school because of an inability to pay for their education. A greater percentage of those who withdraw from high school have cars than do those who continue in the identical high school. (5, p. 65)

King and Cassell and Coleman have both found that the education of the parents of the typical dropouts is on eighth grade level or below. (17, 5) Stemming from this lack of education is often the lack of appreciation for education. According to Nelson the lack of family encouragement and reinforcement often results in dropping out. (27) The negative attitude of the parent toward graduation from high school can cause precipitation as pointed out by Liddle, Kvaraceus, Cassell and Coleman, and Schreiber. (21, 18, 5, 37)

The home and family have a tremendous influence on a child's motivation according to Watson. The desire to achieve is acquired through the day by day recognition given a child by his parents for numerous small achievements. The parents' life experiences had influenced the child more than the advice given him. Attitudes and many of the essential skills of

achievement are supplied by the home environment. (50)

Watson continues that another influential factor is the parents' interest in the child's school work. The home is responsible for the health of the child which can affect physical vitality and energy level. Work at home is also an influential task in that work habits can be carried over to study habits but on the other hand excessive home chores can steal valuable study time. (50)

Williams points out that family attitude is very influential factor in dropping out. He reports that in Louisiana and New York about two-thirds of the parents interviewed said they thought lack of high school education would not prevent their children from getting a job. (51)

On the other extreme are the parents mentioned by Strom who place tremendous pressure on their children to make good grades. The anxiety often causes the children to obtain grades representative of work below their potential. Often parents demand more of their children than they can produce. Frustration occurs, resulting in dropping out. (41)

Why are parents like this? Their own environment during their youth, lack of education, and values may be some reasons. The family characteristics reflected in the dropout are often caused by the family situation. The child or student possibly has little to do with these characteristics until he has reached a level of maturity and even then may be unable to change the situation.

School

The last category, school characteristics, is one in which educators should be most interested. This is the place that educators can possibly do the most to alleviate the dropout problem.

Liddle, Snepp, Cassell and Coleman, Schreiber, and MDPI all suggest failure of one or more school years as a definite indication of dropouts. (21, 39, 5, 37, 26) The National Education Research Division found the following:

> Any pupil retarded two years by the time he reaches the seventh grade is unlikely to finish the tenth grade and has only negligible chance of finishing high school. If the pupil is retarded three years, he is not likely to enter the ninth grade. (26)

Thomas and Knudsen in a review of studies on the relationship between nonpromotion and the dropout problem found several facts of interest. In a state-wide study in Louisiana conducted by Robert and Jones (1963) it was found that 75 percent of the dropouts had been forced to repeat one year. In a study by Hall (1964) in Dade County, Florida, it was found that 74.3 percent of the dropouts, as compared with 17.8 percent of the graduates, had not been promoted at least once in their school career. Anderson (1953) in Kentucky, studying early school leavers, found that grade retention, especially in grade one in elementary school, was noticeable. "Gragg (1949) found that the most significant factor causing dropping out in schools of Ithaca, New York, and New Haven, Connecticut, was retardation caused by nonpromotion." (46, p. 92)

Some of the consequences of nonpromotion as seen by Thomas and Knudsen include:

(1) Family pressure and emphasis on academic achievement may cause anxiety in the child who has academic failure, thus isolating him from his family.

(2) Nonpromotion removes the child from his peer group. He often is forced to associate with youngsters younger and

less socially advanced than he while many of his friends are ahead of him in school.

(3) Nonpromotion makes a child feel like a failure in school. He receives negative evaluations from school authorities. These result in a negative self concept. He begins to feel alienated at the school and the school becomes a punishing influence.

(4) Since nonpromotion is placed on school records, a student often gets branded. Teachers expect less from the student and make negative evaluations of his progress. School authorities predict he will drop out, counselors channel the student into courses for dropouts and eventually the student drops out due to his concept of his relationship to the school. (46)

Grade failure and retention may be a result of many factors: poor school attendance, limited ability, dislike for teacher, poor school attitude and any number of others. Hughes cites the following practices among elementary schools which impede the healthy normal growth of children:

1. Teachers operating on the premise that there are standards to be rigidly applied at each grade level and that if children do not reach these, they need to be failed.
2. Promotion practices still followed in many schools lead at an early stage to over-age, maladjusted, uninterested children in school.
3. Learning experiences that do not take into consideration the needs, interests, and abilities of the child soon lead some children to question the value of school.

4. We depend heavily on paper and pencil tests, but growth and learning take place in many other ways than those measurable by paper and pencil. (15, pp. 24-25)

Russman points out that schools have a certain way of doing things. They often emphasize speed, testing, learning by reading and writing, and noncreative thinking. Each individual has a training style all his own. Many low socio-economic youngsters are slow, learn best by doing things and think differently from the teacher (due to difference in social class; and, consequently, in ways of viewing things). These factors lead to failure and disillusionment with school in general. Dropping out is the usual result. (31)

Closely associated with grade failure and retention are poor school marks. Grades (school marks) are listed as a characteristic of dropouts by Cassell and Coleman, MDPI, Kvaraceus and Schreiber. (5, 26, 18, 37) Voss, et al. point out in their work, however, that poor marks were not necessarily an indication of dropping out. (48)

Strom has the following to say about grades and achievement: "Competition is a virtue of school programming. It is unfortunate we eliminate much competitive potential of youngsters from slum areas. We do this failing to recognize certain strengths emerging from their background. When these strengths are declared off-limits, they become nonfunctional and the child is forced to compete at a disadvantage by using strengths characteristic of the middle-class." The youngsters from poverty have an unacceptable language repetoire. He has a high degree of independence and is ready for responsiblities but anyone with his grades is denied this opportunity. His attention span is short and he finds material in texts unrelated to his way of life. "John Niemeyer,

president, Bank Street College, New York City, asserts that a major reason for low achievement among children in low neighborhoods is the low expectation regarding their learning capacity as held by teachers." (41, p. 191)

Poor school attendance is cited as a characteristic by Cassell and Coleman, MDPI, and Snepp. (5, 26, 39) Poor attendance may be attributed to working, illness, boredom with school, or desire to stay home.

Cassell and Coleman, MDPI, and Pollack point out that the dropout is likely to be one who has attended numerous elementary schools. (5, 26, 28) It is possible that the instability and income of the dropouts's family and the search for employment create the necessity for frequent moves resulting in change of schools.

Most persons who have written about the dropout agree that poor reading ability is a definite contributing factor to dropping out. Cassell and Coleman, MDPI, Snepp, Nelson, Pollack, Kvaraceus, Schreiber, and Cervantes all state poor reading ability as a characteristic. (5, 26, 39, 27, 28, 18, 37, 6) Voss, Wendling and Elliott report from Penty (1966) a reading study done in New York using the Iowa Silent Reading Test. It was found that more than three times as many poor readers as good readers drop out. (48)

Williams in his article states: "The average dropout has been found to be retarded two years in reading. Pupils who cannot read sufficiently well to comprehend course content for any given grade are almost bound to fail and constant failure will bring discouragement and discontent." (51, p. 7)

The dropout is said to be one who participates little or not at all in extracurricular activities. (5, 26, 17) Bell investigated participation versus nonparticipation in extracurricular activities in Kansas high schools for both graduates and undergraduates. He found that 68 percent of the dropouts were nonparticipators where only 4 percent of the nondropouts were nonparticipators. (3) Much of the research suggests that lack of funds, working, self-consciousness, and a poor attitude toward the school may be reasons for nonparticipation.

Cassell and Coleman, MDPI, and Kvaraceus remark that the dropout expresses little interest in school and shows strong resentment toward the school. (5, 26, 18) Terseneer and Terseneer state: "Part of the general pattern of disorganization often characteristic of families in low income neighborhoods is the adolescents' disregard and disdain for authority and education." (44, p. 145)

Summary and Conclusion

In summary, the dropout may be considered as a person inside a four-sided box with no top with side one representing his social characteristics; side two, personal; side three, family; and side four, school. This representation of the dropout may be found on page 19. His characteristics considered as the sides which surround him keeping him from developing to his potential may be helped by labor, schools, volunteer groups or his family resulting in escape through the top of the box to lead a more productive life.

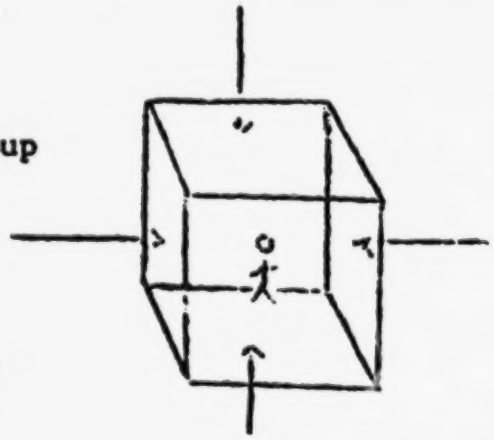
THE DROPOUT

School Characteristics

...failure of one or more school years
...poor school marks
...poor school attendance
...attended several elementary schools
...poor reading ability
...failure to participate in extra-curricular activities
...little interest in school
...strong resentment toward school

Family Characteristics

...weak or broken home
...low socio-economic group
...parents' education on eighth grade level or below
...lack of money due to low income
...family attitude toward school



Social Characteristics

...poorly adjusted personally and generally
...negative self-image
...few friends and associates
...feeling of not belonging
...feel rejected by teachers, classmates, and parents
...boys tend to own cars
...difficulty with community agencies and the law

Personal Characteristics

...no personal goals for achievement
...unrealistic expectations concerning future roles
...low IQ
...16 years of age or older
...marked difference from classmates
...frequent illness

In conclusion, several facts need to be emphasized. The characteristics discussed in this paper may contribute to dropping out but are neither necessary nor sufficient conditions in themselves. Dropouts form a very heterogenous group. Not all of the characteristics listed describe any one dropout.

PART II: IDENTIFICATION METHODS

PART II: IDENTIFICATION METHODS

Since the characteristics discussed in Part I appear to be the most observed ones by several authors in this field, methods of identification may be useful in determining who is a potential dropout. The literature reveals very diverse methods for identification of potential dropouts.

Whether to identify students as potential dropouts seems to be a debatable issue among educators, psychologists, and researchers. Some feel early identification is most helpful and should be done whereas others feel it should be avoided.

Many persons feel that early identification will label the student, less will be expected of him, and he may dropout thus fulfilling their prophecy. Rosenthal and Jacobson have conducted a rather interesting study along these lines. They used sixth grade children and informed the teachers that some were academic 'spurters' and 'intellectual bloomers' whereas others were only average or below. The children were actually picked at random. The findings show that those expected to be academically better performed better and increased more in IQ points than did those who were expected to be average or below. The findings also show that the more the 'average or below' "children gained in IQ the more they were regarded as less well adjusted, as less interesting and as less affectionate. From these results it would seem that when children who are expected to grow intellectually do so; they are considerably benefited in other ways as well. When children who are not especially expected to develop intellectually do so, they seem either to show

accompanying undesirable behavior or at least are perceived by their teachers as showing such undesirable behavior." (30, p. 6)

Martin in The Disadvantaged and Potential Dropout edited by John Curtis Gowan and George D. Demos (1966) says:

> Most writings concerning the identification of the potential dropout begin with the dangers inherent in trying to accomplish this task. Porter (1963) states that there is no neat prototype for the dropout, but that there are several characteristics that often distinguish the potential dropout from students of similar intelligence and social status who remain in school. The U. S. Department of Labor points out the dangers of 'labels' in connection with these children. Green (1960) says that we can't 'type' the dropouts because they are all different. The Illinois study (1962) cautions against lists of characteristics applicable to the dropout because of the exceptions and the need to explain the characteristics. Ristow (1964) points out the fallacy, as he sees it, of a list of characteristics being used to identify the potential dropout. (12, pp. 107-108)

Martin continues by pointing out various viewpoints on early identification of potential dropouts. She states as follows:

> Most all authors concede the value of early identification of future dropouts. They do not always agree, however, on the reasons for, or the means of this identification.
>
> Stebbins (1963) expresses a popular view that the purpose of early identification is to make it possible for the schools to provide the needed personalized curriculum for these students. A somewhat different reason is offered by Reynolds (1964) who sees this identification as a step in channeling these students into a program which is at least partially manual training. Somewhat in keeping with this idea, Liddle (1962) reasons that this early identification is necessary so that we can train workers for increased need for highly skilled jobs, and face the decreasing need for unskilled labor.
>
> Epps (1958) assumed the value of early identification of these students so that schools can take steps. Young (1964) sees a reluctant hierarchy showing the order for attacking the problem from the early identification of these youngsters. (12, p. 108)

Several different methods for identification of dropouts have been developed. These may be of tremendous help to some school systems.

Chapman, in a study to predict potential dropouts at Jefferson High School, Jefferson City, Tennessee, found the sociogram useful in identifying potential dropouts and also students who needed help. A sociogram as referred to here is "a chart or diagram which portrays the social relationships of individuals in a particular group in terms of responses to stimulus questions on a sociometric test; frequently used in classroom situations to gain insight into the acceptability of each member to the other members of the group." (7, p. 2)

Several different methods are mentioned by Martin. Copies of two of these are included in the appendix of the book edited by Gowan and Demos. Martin summarizes the identification methods as follows:

> As a result of his study of community predictors of school holding power, Young (1964) supplies a prediction equation which he developed:
>
> Holding Power = 91.574 + .054 MMR (Medium Monthly Rental) Standard Error of Estimate ± 2.105
>
> An early tool to be used for early identification of dropouts was Cottle's Life Adjustment Scale (1958), which was reviewed by Epps and Cottle (1958) and Herrman and Cottle (1958). Another early device was the 'Glueck Forecasting Formula,' (1957), which pointed to potential delinquents and dropouts.
>
> Kvaraceus devised three vehicles for the identification of the possible delinquent and dropout: The K. P. scale, the Teachers' Check List for Identifying the Potential Delinquent, and the Check List for Identifying the Potential Dropout.
>
> The Michigan study on school holding power provided the Quickie Kit on School Holding Power for a device for communities to use for self-appraisal.

> From the Illinois Dropout study (1962) came the Personal Summary Sheets to be used for early identification purposes. Rochester, New York, utilizes the Vulnerability Index for the same purposes. For the N.E.A. study, Schreiber (1964) reports that the Pupil Holding Power Data Form was used.
>
> The newest technique available is probably the Demos D Scale (1965) which is an attitude scale to be used for early identification of potential dropout students.
>
> The most widely publicized technique utilized is the list of characteristics, which, if present in sufficient numbers, points to the potential dropout. There are perhaps volumes of such lists. (12, pp. 109-110)

Magill in her review of the literature citing Seran (1952) gives a check list method of identification.

> Seran lists eleven recurring problems among dropouts. He believes if any four of these problems apply to a student he must be considered a potential dropout.
>
> 1. Seventh grade achievement a year or more below grade level in arithmetic and reading. The student is not keeping up academically.
> 2. Attendance in several elementary schools. The student cannot develop a sense of belonging.
> 3. A newcomer to the city. The student has come from a rural area or a smaller town and feels lost in a big city.
> 4. Failure in one or more years of high school.
> 5. Low economic level. This is usually accompanied by a lack of parental emphasis on education.
> 6. A broken home.
> 7. An irregular attendance pattern in high school. Usually this is accompanied by low grades.
> 8. Difficulty in adjusting to high school.
> 9. Community problems. A youth who has been in difficulty with the police or other community agencies.
> 10. Among girls, going steady with older boys. The boy leaves school for service or a job and the girl no longer fits in.
> 11. Among boys, ownership of a car. He must drop out to earn money to support his vehicle. (22, p. 88)

Knowledge of the availability of these methods of identification may or may not be of interest depending on the philosophy of the school

authorities or other groups involved. Most educators are interested in maximizing holding power and minimizing dropping out. There seem to be two divergent viewpoints on when and if persons should be identified as dropouts.

On the one end of the continuum are those, as pointed out previously, who say early identification is necessary in prevention of dropouts by adopting guidance programs or redirecting the academic path of the student. On the other end are those who feel that identification of potential dropouts will brand the student or put him in a category. This group, potential dropouts, possibly would have less expected of them; hence, produce less, ultimately leading to dropping out. Of course, there are probably many opinions or positions between these two extremes.

For good or ill, once potential dropouts are identified or students have dropped out, what can be done for them to make them more contributing citizens? Approaches, both general and specific, to the solution of the dropout problem will be discussed in Part III.

PART III: SUGGESTED AVENUES FOR SOLUTIONS

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Many authors have written about possible solutions to the dropout problem. Many areas, especially larger cities, have adopted multiple programs to help these victims, the dropouts. The literature concerning solutions may be examined from several viewpoints. Dropouts and potential dropouts may be considered separately or together. In this paper the program and suggestions for the two groups will be considered together.

The proposed solutions can be divided into several categories according to the indicated initiator of the change. Cervantes divides the suggestions into the following classifications according to the group whose responsiblility it is to carry out or launch the plan. The categories Cervantes uses are those which will be used in this paper; namely, community, business, labor, volunteer groups, family and schools. (6)

Community

According to Cervantes the community can inform its members of the dropout problem and provide preschool health and socialization services. (6) Lichter, Rapien, Seibert and Slansky suggest that the community should provide resources for diagnosis and treatment of personality problems, provide special schools as needed, provide services to help students who have dropped out, and consider the need for therapists trained in the problems of children and of adolescents. (20)

Business

Cervantes has the following suggestions as to what business and industry can contribute to solving the dropout problem:

1. Conduct a 'dialogue' on youth employment between and within the organization.
2. Re-examine existing policies and take action to achieve equal job opportunities.
3. Establish realistic training programs, making sure they do not compete with programs better offered in the schools.
4. Cooperate with schools and other agencies in school work and upgrading programs.
5. Make resources available to school vocational counselors.
6. Locate and establish protective entry jobs for unskilled, untrained, and unendowed youth.
7. Study next steps toward spread of employment, including present standards of working day and week.
8. Cooperate with the Federal Government in developing information on technological changes, displacement of workers, and requirements for new skills.
9. Provide realistic job descriptions, overcoming tendency to overstate requirements.
10. Provide many more opportunities for young people to visit plants and offices so they may hear realistic discussions of job requirements.
11. Participate in community service programs at schools and at various meetings as well as on radio, television, and other channels of information.
12. Offer to speak at student assemblies and gatherings and tell the students why high school graduates are wanted for employees.
13. Encourage the students hired for the summer to return to school in the fall by showing them the increased benefits that they could obtain in their job if they graduated.
14. Plan production so youth can work four hours or so a day but yet continue his education in either day or night school.
15. Offer scholarships to fifth graders of blue collar background contingent upon their continued academic achievement. Such scholarships offered at an early age would have a great effect upon the academic and occupational aspirations of the lower class youth. (6, pp. 205-206)

Schreiber reports of a company, Carson-Pirie-Scott Company, in Chicago which has used some of the above-mentioned ideas. The company conducts a program called Double EE independent of the schools. For three weeks youngsters take courses in department store work. According to their interests, they are assigned jobs on which they work three days a week for pay. The other two days these young people take courses

given at the store. (36)

Englund states:

> "The Double EE Program actually got underway in July of 1961. The students assigned to the program were selected by fifteen school counselors from schools representing a cross-section of the city of Chicago. The group broke down this way: 55% male, 45% female; 60% Negro, 40% Caucasian. IQ's ranged from 60 to 135. The selection criteria included an age qualification of 16 to 21 and at least some potential for success." (11, p. 4)

In June, 1962, when the pilot program officially terminated 39 of the original 59 students were still active in the project. Of those who left, some had failed to meet the challenge and other had returned to high school full time. (11) "Of those who remained, most intended to continue their education nights, other planned to return to school full time in the fall and, of the four who graduated that June, at least one planned to go on to college." (11, p. 9)

Labor

Closely associated with business and industry is labor. Labor can contribute in the following ways according to Cervantes: "Eliminate arbitrary restrictions in union membership, relating any restrictions to continuously evaluated projections of manpower potentials." "Emphasize the elimination of discrimination especially in the building trades." "Vigorously promote training and open apprenticeship programs for youth." (6, p. 207)

Volunteer Groups

Volunteer groups can be very helpful financially, verbally,

morally, and in other ways as pointed out by Cervantes (1965). (6) They can serve as field trip guides, organization and athletic intramural sponsors, teachers aides, tutors, etc. A program which was begun by volunteers is still going on in Maryland. In Ken-Gar, Maryland, less than half of the children of this predominantly Negro community were completing high school. A program was instituted by volunteer tutors who held two-hour sessions with students at night. The tutors were all college graduates. The help sessions were held in various homes in the community. The community was very cooperative with the outside group that initiated the program. Success was such that after two years the public schools adopted the system. (35)

In Texas a group of dropouts formed a 'Dropouts Anonymous' club where those who have dropped out of school talk with those about to leave school. Through group therapy, seven dropouts of a group of fifteen returned to school, five are taking vocational training, one is unemployed, and two are in unskilled jobs." (34, p. 15)

Family

The family probably has more direct influence on children than any other unit in society. Very little has been written about what the family can do to prevent dropping out. Schools, as will be discussed in the school innovations, have assumed the responsibility in some cases by providing environmental and cultural factors deficient in many homes. Cervantes gives a very interesting "Parent's Pledge of Cooperation" that might be useful. (6)

Nettles states in the Gowan and Demos book that "the most effective instrument in encouraging a potential dropout to go after his diploma is

his parents." (12, p. 29) Nettles also gives ten steps, as suggested by Sterling M. McMurrin, U. S. Commissioner of Education, that parents may consider in preventing their child from dropping out. They are as follows:

1. Be alert to continued truancy, a symtom of unhappiness at school and often a warning of imminent withdrawal.
2. If, upon entering high school, your child is overage or dull, lacks interest in school, reads far below his mental age, is frequently tardy or absent, or is antagonistic toward teachers, seek the advice of his teachers, principal, or guidance counselor--and follow it.
3. If your child is failing in academic subjects, try to switch him to other courses which are more appealing to his interests and abilities. Have him take an aptitude test. Follow up by arranging a visit to a plant or shop where he can talk with people in the occupation that interests him. He will learn that most companies don't hire people without a high school education. School then might become more meaningful.
4. For a child who is academic-minded but making poor grades, try to get tutoring help, and enroll him in summer school.
5. Set aside a private area and a definite time for homework, and hold him to the schedule.
6. Spur him to take part in extracurricular activity so he can identify himself with the school.
7. Poor readers are frequent dropouts. Set him into the reading habit. Biographies are a good bet. For a sports minded boy, they may be about baseball heroes.
8. Ask his teacher to take a personal interest. The feeling that someone at school considers him worthwhile may dissuade a potential dropout.
9. If he has hinted at leaving school, calmly cite the cold, hard facts about the difficulties of getting a good, well-paid job without a high school diploma.
10. Remember that the most crucial influence on a child is his parents' attitude. While encouraging him to do his best, avoid undue pressure that would only add to his feelings of inadequacy. At home, a child should find the love, understanding and emotional security so essential to the development of all young persons. (12, p. 29)

Schools

The next category, school suggestions for help, is probably the most written about and the one of most interest to educators. The suggestions of what the school can do will be divided into four groups for discussion: those concerned with curriculum, with guidance, with the teachers themselves, and with general ideas.

Curriculum. Jaffa points out the following: "The school has a major role in effecting a reversal of the dropout trend. The first step is to assess the potential of each child with respect to school habits, his ability to learn in the various disciplines, his physical resources, and his health. Then goals and tasks which become the curriculum should be set so that success is a possibility for each pupil." (16, p. 23)

Cervantes relates the following suggestions as to what the school may do to help.

(a) Multi-type curricula are needed
    (1) Academic
    (2) Technical
    (3) Vocational
    (4) Commercial
    (5) Occupational
(b) Multi-track systems are needed. Classes must be divided according to ability.
(c) Multi-approaches are needed.
    (1) The book approach is one approach but not the only one.
    (2) For the potential dropout the tactile and aural and personal approach may be better than the book and oral and impersonal one.
    (3) Increased pressures upon students and faculty, the trend toward tougher curricula, heavier work loads, earlier graduation, higher achievement, should not obscure the fact that perhaps one out

of three high school students is neither emotionally nor intellectually prepared to cope even with the present curricular demands.

(d) Multi-purposes of curricula must be accepted.

(e) Greater standardization of curricula for all parts of the country should be sought since potential dropouts are more frequently from highly mobile, semi-employed parents whose wandering ways jeopardize not only their children's social life but their academic life.

(f) Extra courses that are not college preparatory can be offered for the welfare of the withdrawal prone: baking, barbering, bookkeeping, building, auto-repair, consumer education, commerical cooking, homemaking, mechanics, typing, and various vocational arts. (6, pp. 208-209)

Allen supports some of the above ideas in that he recommends improved classroom opportunities, activities school associated but outside of class, changes in the marking system and special recognition of teachers and pupils in nonacademic courses. (2)

Til relates five techniques that may be used by the school. They are spotting the dropout early, helping the youngster to succeed in elementary school, raising the aspiration level realistically, providing the opportunity for the student to work as well as attend school, and providing the opportunity for the student who has dropped out to return. (45)

Hack suggests the following proposals for aiding the dropout from the school's viewpoint.

> The curriculum of the potential dropout should be more responsive to his abilities, potentialities, and needs, and that of his cultural environment.
>
> His adjusted curriculum whether remedial, or vocational in content and scope, should not project derogatory overtones.
>
> More productive teaching of English and the language arts.
>
> Programs of cultural enrichment to provide the socially underprivileged youngster with the experimental background necessary to compete favorably in school.
>
> The adaptation of reading primers to deal more with the aspects of these children's own environment.

Opportunities for these pupils to utilize their unique strengths in response to the demands of a more flexible program of school activities.

De-emphasis of the school's crusade for middle-class reform and greater concentration on the development of these youngsters' capabilities.

Adjustment of the school program to the needs of the undermotivated and retarded pupils by modifying the traditional approach to the teaching of academic subjects through more creative use of audio-visual materials.

Early identification of the potential dropout and the development of appropriate programs for him in the elementary school.

A firm commitment to the proposition that the place of the potential dropout is in school at least until he has received suitable educational direction, without which the achievement of satisfactory adult goals becomes highly improbable.

Organization of workshops or other means of parental involvement during the early years of the potential dropout's education to stimulate the aspirational uplift of both the pupil and his home environment.

Development of a school climate which is more responsive to the varying needs of active boys and girls.

Recognition and encouragement of the specialized talents of these youngsters, and opportunities for their demonstration in both curricular and extra-curricular activities.

Greater sensitivity in our school programs to the special need of the 'mobile' student. (13, p. 104)

Work-study programs; increased remedial help as summer tutorial programs and self-help sessions; nongrading in high schools; trial promotions; class credit for remedial courses; and, improved counseling services are the most common innovations in the school according to Campbell. (4) Campbell continues further to say that many "school districts have initiated preventive programs in their secondary schools, many of which include: improved personnel services; better distribution of student participation in extracurricular activities; broader and differentiated course offerings; better communications with parents; classroom experience developed around student interests; classroom situations

conducive to providing for the students' needs; adult education programs for the employed and underemployed youth; and job upgrading programs... Many elementary schools are now offering more guidance, special classes for the slower learner, nongraded primary programs, classroom activities and cultural enrichment programs to aid children from low socioeconomic-cultural conditions, and programs for the preschool child." (4, p. 107)

Dispasquale feels that one attack on the dropout problem would be to eliminate gradedness and begin a plan of continued pupil progress. He defines continous pupil progress "as a carefully conceived plan of school organization which aims to provide a sequential curricular program differentiated in content so as to be compatible with the child's ability and synchronized with his unique timetable of growth and development." He also proposes differentiated diplomas and certificates of attendance in accordance with the kind of educational program completed. (10, p. 130)

California in its continuation education high schools uses ungraded classes extensively although not exclusively. Classes are taught on an individual basis and each student proceeds at his own speed on work geared to his ability level. Counseling is extensive including job preparation. These high schools are completely separate from the regular schools, having even separate administration and staff. These schools are for divergent youth who, according to Yoas, "are variously referred to as maladjusted, near delinquent, potential dropouts, educationally disinterested, reluctant learners, nonconformists, nonachievers, non-successful, norm violators, and those who do not perform successfully

in a realistic and comprehensive high school program." The continuation program provides education for part-and-full-time employed youth, prepares youth for employment, prepares youth for transfer to the regular school, and provides such a program that the student is hopefully motivated to get a high school diploma. (52, p. 13)

From the review of the literature, one of the most common solutions to the dropout and potential dropout is the use of work-study programs. Savitzky states that in these work-study programs work experience is involved about half a day every day. "It provides students with opportunities to face real situations in the world of work with assistance, in the form of guidance and supervision, from their teacher-coordinators." "Courses should feature foci in content, methods, and materials to reflect the fundamental aspects of learning, especially those related to job orientation, improvement of basic skills, and articulation between school and out-of-school environment. The potential dropout must perceive purpose as a prerequisite to their acceptance of standards of achievement in their studies. " "Methodology should move sharply from formal, straight-jacketed approaches to a variety of motivations and developments with flexible time limits. It should favor eliciting rather than question-answer and memorizing, applying more than theorying, strengthening basic skills instead of assuming their mastery at this grade and age." (33, pp. 54-56)

Many work-study programs are now in existence. In the article, "School Dropouts: Local Plans" (1962), several of these are summarized. (35)

The Kansas City (Missouri) Public Schools are conducting a six-year controlled experiment involving thirteen-and-fourteen-year old boys who are in the eighth grade and considered potential dropouts. The aim is, by use of specially developed curriculum materials, to teach good work habits and attitudes. They hope to accomplish this through a work-experience program. (35) This work-study program began in September 1961, in four inner-city junior high schools. The program is designed to continue until May 1967, with two additional years spent in analysis of the experiment. The rate of dropping out of experimental youth was lower than the rate for the control group the first two years. However, at the end of the three-year work-study program, the experimental dropout rate was accelerated. At various times during the project, 70 percent of the experimental boys made one or more attempts to continue in regular school programs following completion of the work-study program in the tenth grade. (1)

Detroit has a Job Upgrading Program which "is a training-and-work program for dropouts between the ages of sixteen and twenty, who enroll on their own volition for informal morning classes with special teachers. Then they are placed in community subsidized afternoon jobs which provide valuable work experience. Eventually they are helped to find satisfactory employment and are followed up for six months after they 'graduate'." (35, p. 57)

> In March 1967, an interim follow-up study was conducted by the teacher-coordinators relative to the September 1966, and March 1967 status of the 427 trainees who participated in the work experience phase of this project. A final follow-up survey was taken as to the July 1967 status of the 369 trainees who were employed during the

summer phase of the program. The results follow:

Status of Participants	Sept. 1966 No.	%	March 1967 No.	%	July 1967 No.	%
Returned to regular school	132	31	145	34	141	38
Entered full-time employment	77	19	107	25	98	26
Remained active in Program	121	28	39	9	29	8
Completions (not working or in school, but still being serviced by Program)	49	12	82	19	85	24
Voluntary and involuntary left	38	10	54	13	16	4
TOTALS	427	100%	427	100%	369	100%

(9, p. 12)

Schreiber reports of a system in San Francisco where the schools and the San Francisco Housing Authority work jointly. The Housing Authority provides jobs for juniors and seniors residing in their development. The students attend classes four hours in the morning and work four hours in the afternoon. "The purpose of the program is to provide potential dropouts with part-time jobs, both to supply them with pocket money and to give them some recognition of the further education required for permanent employment." (36, p. 235)

Although the Housing Authority had participated without interruption in work-study programs since 1962, they were unable to continue this the school year 1966-67 due to budget limitations. However, work-study programs are still available in the San Francisco Unified School District

under the Miranda Lux Foundation Occupational Preparation Work Study Project. A follow-up study and general survey have been conducted in evaluation of 220 students who participated or are participating in the projects. Findings of the follow-up study and survey are as follows: "96 percent of the students identified as discipline and attendance problems improved; 93 percent completed their high school educations; 72 percent maintained satisfactory grades in school; 52 percent improved their school grades; 43 percent are continuing their education beyond high school; 95 percent adjusted to the job situations; 90 percent recognized the value of On-The-Job Training and Experience; 86 percent performed at or above company standards; and, 85 percent thought that they had sufficient skills to enter the labor market upon graduation from school." (32, pp. 2-3)

In School Management, October, 1965, ten programs used in Ithaca, New York, to combat the dropout problem are discussed. Some of these are work-study programs, such as the School-to-Employment Program (STEP), designed to prepare students for full-time employment and to keep them in school until graduation. Another similar program is the Neighborhood Youth Corps (NYC) which is "a job placement program, with or without school attendance." It is designed for "young people between the ages of sixteen and twenty-one who have dropped out of school, probably will drop out, must work in order to remain in school, or have graduated but can't find employment." Their other programs are self-explanatory. They are as follows: distributive education, evening extension school, terminal counseling program, vocational education, tutorial program, remedial summer school, and the high school equivalency

examination. One very interesting event New York has periodically is a two-day career fair which is an introduction to the world of work by means of speeches, interviews, and exhibits. It is open to all juniors and seniors but particularly unacademic students and their parents. The emphasis is on nonprofessional occupations. (43, pp 71-72)

Levine from his review of work-study programs drew several conclusions. He points out that there does not appear to be any best way to organize and operate a work-study program. Basic assumptions which are generally accepted by most work-study projects were the need for skilled counselors and coordinators, development of good attitudes toward work, development of an understanding of what it takes to succeed, and the need for skilled teachers and curriculum specialists who are able to deal with alienated youth. A variety of job opportunities should be available so that the student may have a choice. Levine also points out that few work-study programs are evaluated scientifically. He states the following:

"The deplorable failure to obtain scientific evaluation of the overall impact of past and present work-study programs is paralleled by an equally disconcerting absence of factual evaluation of the operational components through which these programs have been carried out." "The few projects to have established adequate controls for evaluation have not reported the kind of results which would justify very intense optimism concerning the efficacy of the work-study programs for alienated youth." (19, pp. 375-6)

There is a program of interest other than a work-study program mentioned in "School Dropouts: Local Plans" (1962). In Racine, Wisconsin,

the schools realized that the culturally disadvantaged child encountered difficulties as soon as he entered school; and, as a consequence, this difficulty may build up ultimately leading to a dropout. Kindergartens were established on an experimental basis to attempt to expose these children to things they lack in their environment. (35)

Guidance. The school may be able to help the dropout out in another way; this way, being its guidance program. Cervantes has the following suggestions to make about counseling in the school:

(a) Professional testing services should be made available for all children at as early an age as reasonably possible. This should be made a part of their permanent record in whatever school their parents choose to send them. This record would likewise provide an inventory of the dropout in follow-up procedures.
(b) The school must take the leadership in the early identification of both pupils and parents who need help. Adequate counseling services must be made available to both age groups.
(c) The need of dropout therapy and final cure lies in early identification of the school difficulty. Only the school and its counseling program can handle this critical situation.
(d) An elementary school ratio of one counselor to six-hundred pupils in middle-class neighborhoods and one to three-hundred in lower socioeconomic situations seems reasonable.
(e) An evaluation of the physical, intellectual, emotional, and social qualifications of each child through professional services after three years within the school system should be made available to the parents of all children. A multi-disciplinary and multi-agency approach is necessary. Both human and physical resources are available. It is inspiration and organization that are needed.
(f) Some youths cannot continue school because their families need financial assistance. The school should aid such students to find part-time jobs that will not interfere with schooling.
(g) School guidance should emphasize how to get a job, human relations, and the rationale of choosing courses.

(h) School counseling with parents should include references to standard agencies and resources on prenatal care, proper diet, medical assistance, etc. Knowledge of these middle-class institutions are frequently unknown by potential dropouts' parents.
(i) Parents must be counseled on giving their children sex instruction, assistance in courtship, and providing a sound social life.
(j) Continuous training for responsible and full family should be encouraged from prekindergarten to post graduate programs.
(k) Many states provide for every type of handicapped child except the emotionally disturbed child. He likewise is a handicapped child and must have professional services. (6, pp. 211-212)

Reed gives the following list of services he feels should be performed by the counselor:

1. Identifying the potential dropouts among the school population.
2. Determining from surveys the characteristics of early school leavers and the community.
3. Consulting with staff, parents, and community representatives on educational, occupational, and other programs for out-of-school youth.
4. Counseling with out-of-school youth.
5. Coordinating all school and community projects planned for out-of-school youth until age twenty-one or until they have become regular members of the labor force.. (37, p. 167)

Wrenn categorizes what can be done by the counselor in three areas: (a) influencing others to provide a more meaningful environment, both school and nonschool; (b) modifying others' perceptions of the dropout in the direction of better identification and understanding; and (c) modifying the self-perception of the dropout so that he may be able to relate better to others and also to know how to make more adequate use of whatever environmental resources are available to him. (38)

Lichter, Rapien, Seibert and Slansky report a study they conducted using normal white middle-class children of average intelligence who were potential dropouts. Their primary "purpose was to determine if casework

service could alleviate personality problems...basic to poor school functioning and the desire to leave school. They learned that treatment is a difficult and complicated task with children who are on the verge of dropping out of school. Prognosis is poor for three reasons: (1) drop-outs have serious and multiple problems (emotional, familial, educational); (2) the problems have existed for a long time and are chronic; and (3) the emotional problem is most frequently a character disturbance which by itself has a poor prognosis." (17, p. 256) About one-half of the students improved in personality functioning. Students showing the greatest emotional improvement were those with the more mature character. The students who made some progress and who continued in school improved in school adaptation. Of those who improved, more boys than girls stayed in school. (20)

Guidance is being emphasized in many schools. In Orange County, California, Hickman reports of a study of sixty students, a representative sample of dropouts, who were selected to attend a summer session where emphasis was on guidance and reading, writing, English, and mathematics. The program was individualized. Individual and group counseling were both used, the latter being more effective in molding the student body. Through counseling it was found that the dropout does value an education as much as a normal high school student. But the difference lies in the fact that the normal high school student has a willing attitude to conform and be accepted whereas the dropout does not. The students were treated as adults. Counseling used a realistic approach. The results of the program were very good. Fifty-five remained in school; some IQ's were improved; students had a more realistic occupational outlook; students were better

informed about their abilities; and students showed improvement in basic skills. (14)

New York uses guidance for identification and prevention purposes in their Early Identification and Prevention Program which extends from kindergarten to third grade. The program is an outgrowth of the feeling that problem children must be helped in their early grades if incidence of later school maladjustments is to be reduced. Teams, composed of a guidance counselor, social worker and psychologist, carry out the program. "Their in-service training is the responsiblity of the supervisors in the Bureau of Educational and Vocational Guidance and the Bureau of Child Guidance. Each team functions in cooperation with teachers, supervisors, special school personnel, parents, and community agencies." (35, p. 56)

Closely associated with guidance is a suggestion made by Tannenbaum who has found that children usually follow in their parents' footsteps, even if it hurts. He suggests that it is nearly impossible for the school to break this conformity as the school lacks selling power among these groups. He makes the following suggestions to possibly alleviate this problem:

> By reaching out into the home, schools can improve their image in the eyes of indifferent and hostile parents and also help teachers and supervisors to understand better the dynamics of family life. This is especially important in depressed areas where the life styles are so unfamiliar to the middle-class-oriented education." (42, p. 23)

Tannenbaum continues:

> School social workers are much-needed catalysts in school-community relations programs. They seek out the opinion leaders in the community and transmit through them the objectives of education to the masses of residents. They organize parent group for a variety of projects,

> including home economics, adult education, leisure-time activity, and discussion of children's problems. Their direct services to individuals and families bring them into contact with some of the most pressing concerns in slum neighborhoods, such as poor housing conditions and health hazards in the home.
>
> As interpreters of the home to the school, the social workers help orient the staff to patterns of living in the community. Under their guidance, teachers visit pupils' homes, where they can interpret living conditions more astutely and also bring to the family valuable information about school. Out of such face-to-face encounters there emerge many important ideas about improving motivation and instruction. (42, p. 24)

Teachers. The school can help dropouts and potential dropouts tremendously through their teachers. Cervantes states the following points concerning teachers: (a) More and higher motivated teachers should be obtained so that smaller classes can be used and individual attention can be increased. (b) The teacher who teaches the educationally disadvantaged should receive special recognition, more salary, and fewer students. (c) "The number of teachers needed should be determined by the needs of the pupils." (d) "Teachers should be selected for their ability to make a contribution to students rather than on the basis of their isolated competency in a subject field." (e) "Teachers should be kept up-to-date through seminars, workshops, and consultations with resource persons from various areas." (f) Teachers should observe students for potential dropouts and advise the guidance counselor of observations. (g) Boys of lower socioeconomic background have a preference for muscular men; hence, male teachers may be in order. (h) Encourage raising the status of the teacher in the community. (6, pp. 213-214)

Jaffa asserts that "in helping children plan for future employment, teachers should consider: the mental, emotional, and physical resources

of each child; the need for workers in a particular field now and in the foreseeable future; the probability that the individual could succeed in the career he has chosen; the opportunities for preparation in those fields; the ability of parents to finance education beyond high school; and, the availability of additional financial help." (16, p. 23)

General. Allen suggests three possible ways the school may attack the dropout problem. "We may assume we know enough about the dropouts in our school to select a remedy that has been tried in other schools and apply it to our situation." "A second kind of attack on the dropout problem involves locating individual pupils who are potential dropouts, studying their cases as individuals, and attempting to strengthen the pro-school forces in each case considered." "The third kind of attack consists of making a school-wide or system-wide study of dropouts in order to find out how widespread the problem is and what some of the factors are that seem to be associated with early school-leaving in the individual." (2, pp. 23-24)

Many suggestions have been given for ideas, improvements, and programs that schools may use to aid them in helping the dropout and potential dropout. Such programs should be evaluated. Cheynew gives ten criteria for evaluating programming for dropouts as follows:

1. No curricular innovation should be formulated for the early school leaver at the expense of the total school program.
2. Develop and maintain programs for the potential dropout which will be concerned with his total optimum growth and development.
3. Develop a comprehensive program which will focus on eliminating cause in the early elementary school years.
4. Only a cooperative school, home, and community-wide effort will bring about lasting results.

5. Financial cost at a program's inception should not prohibit the future continuation of the venture.
6. The school staff must be involved in the formulation of the program and ready to accept the responsibilities for adequately carrying out the program's objectives.
7. Take stock of the present resources, services, and facilities that are geared or related to the problem.
8. Specific objectives stated in the terms of behaviorable goals.
9. Adopt an educative procedure which will indicate continuously the present status of the program.
10. Today's education is training for change, and dropout programs must include this factor in their designs. (8, pp. 216-218)

CONCLUSION

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In reviewing the literature for this paper, several problems were encountered. Many of these problems are apparent in the paper and were pointed out by the reactor panel.

In the studies reviewed few carefully defined the term dropout. Miller, Saleen and Bryce found this same problem in compiling their annotated bibliography. They state the problem more precisely as follows:

> Only a few studies distinguish between involuntary and voluntary dropouts, and those studies that do, define the two categories in various ways...Few studies have attempted to distinguish between those who decided to leave and those who were eliminated by school authorities because of severe failure, misbehavior, or pregnancy. (25, p. 5)

Dropout rates and statistics are given in many reports. However, few reports give any indication as to how these rates were determined. Miller, Saleen, and Bryce say:

> Two types of dropout rates are commonly used in reporting or estimating the extent of the dropout problem in a community. The annual rate refers to the percentage of total enrollment of the community schools who drop out during one year or one semester. The longitudinal rate refers to the total percentage of an age cohort, e.g., all those who enter the fifth grade during the same year who dropout at any time before graduating from high school. The annual rate is always much lower than the longitudinal rate. The important distinction does not always seem to be clear in discussions of dropout rates. (25, p. 12)

Dropout rates are not always available. For example, no dropout rates or statistics were found for the state of Tennessee either on a state basis or for individual counties or school districts; as disclosed in a conversation with Mr. Arthur Jones, Supervisor of Census and Attendance, (State Education Department, Nashville, Tennessee). Without such information, the need for and types of dropout programs would appear to be sheer guesswork. If such programs were initiated, evaluation would be extremely difficult as there would not be any data available for comparison.

Many reports try to generalize from data collected on a local level and from these data make suggestions for nationwide changes. Miller, Saleen, and Bryce state the following:

> Inadequacies in control groups appear in many research reports. Few studies describe the degree of relationship between early school leaving and the factors studied. Subsequently, little evidence is presented regarding possible relationships between a combination of characteristics (composite indices) on the persistence of students in school.
>
> We must be cautious of over-generalizing a topology of dropouts and the process of dropping out because of a tremendous variation from community to community. ...Until we have a more systematic statement relating community to dropout experiences, it is extremely dangerous to generalize from one community to any others and certainly not to the United States as a whole. (25, pp. 8-9)

Frequently reports discuss "the dropout" rather than recognizing that dropouts form a rather heterogeneous group. Miller, Saleen, and Bryce suggest that:

> We must avoid discussion of 'the dropout' and begin to perceive variations among dropouts. Current research has not been alerted to different types of dropouts with varying histories, experiences, and futures. (25, p. 10)

In reports of various programs to help alleviate the dropout problem, in most cases, adequate descriptions of the program as to how it was started, who can participate, and what was offered were readily available. Evaluations of any validity, although available in some cases, were not obtainable in most cases. An attempt was made to acquire evaluations of these programs. Some letters were ignored; some were returned indicating that such a place did not exist; some were answered saying such evaluations were not available; and some sent adequate and current evaluations.

Criticizing others' work is often easy but one must keep in mind

that these researchers and program initiaters have at least done something. Future research and future programs could profit by trying to remove some of these inconsistencies, if possible, from their work.

The dropout represents a severe waste of manpower and is a burden to society and to himself. Society must do more than just look upon him with pity. He can be helped and must be helped. There are many and varied ways society and its components can help. It would be indeed tragic if nothing was done.

You, as an individual, are a part of society. You, as an individual, have the responsibility to society and to yourself to initiate some action designed to help alleviate this problem.

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